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ABSTRACT

As part of a statewide staff development grant, Chemeketa Community College, in Oregon, makes funding available to faculty to participate in interdisciplinary internships for applied academics. Stipends of $1,000 are available per term, while preference is given to proposals that create new course links, connect technical professional instruction with general education, and include faculty who have not recently been involved in course integration. Interdisciplinary teams receiving funding conduct observations of each other's classes, visit related business and industry sites, and collaborate to develop applied and integrated curricula and delivery methods. During the 1994-95 academic year, $20,104 were allocated to fund the project and 30 faculty participated in internships. Benefits to participating instructors include the opportunity for applied professional renewal, increased collaboration among faculty, and the acquisition of new academic content, while students benefit by the improved links between disciplines, enriched classroom experiences, and seeing instructors engaged in continuous learning. The project also provides benefits to the college's program areas, through the improved embedding of necessary skills, the detection of curriculum gaps, and improved curriculum development, and to the college itself in that an organizational climate of continuous learning and collaboration is created and faculty are energized. A sample internship application is included. (HAA)

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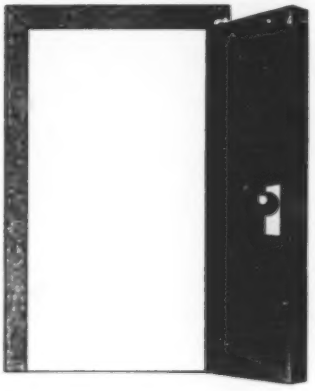
ED 400 870

Building Connections by Opening Classroom Doors: An Interdisciplinary Internship Approach to Faculty Development



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International Conference on Teaching and Leadership Excellence
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Austin, Texas

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JC 960 630

MOVING INTO THE 21ST CENTURY:

INTERDISCIPLINARY INTERNSHIPS FOR APPLIED ACADEMICS for Spring Term, 1995

As part of a state-wide staff development grant, funding is available for encouraging integrated instruction and applied academics at our college. This is an opportunity for faculty not involved with Bridge design to explore ways to connect what they teach in the classroom to the skills and knowledge needed in business and industry and other programs.

Who:

- Teams of two or more faculty (at least one being full-time)
  - one from professional/technical program
  - one from general/developmental education program

What:

These teams will be asked to:

- Observe in each other's classroom to identify links for integration
- Visit business/industry to observe applied skills
- Create a syllabus/plan for integrated instruction

When:

- One class release per person spring term or equivalent stipend

How:

- Application form available from the Opportunity Center, Building 2, Room 215
- Due no later than February 13, 1995

Questions:

- Contact Louanne Whitton, Ext. 5229 or Vickie Hilgemann, Ext. 6987

FULL-BULLETIN BOARD

State of Oregon Staff Development Grant
Interdisciplinary Internships for Applied Academics

Who Can Apply:

If you are interested in exploring how to relate what you teach to other content areas or to connect your course content with another colleague's, this grant provides you the opportunity. If you have any interest or questions, please call Louanne Whitton (X5229) or Vickie Hilgemann at the Opportunity Center (X5232). This is an opportunity for full- and part-time faculty. At least one person in each team must be a full-time faculty member.

What Is It:

Chemeketa received a grant for the 1994-95 academic year of $30,000 funded by the legislature and administered through the Office of Community College Services (OCCS). In the last legislative session funds were appropriated for community colleges to support faculty in learning about instructional strategies that prepare students to be skilled members of the work force and community and to address educational change. Due to the growth of interest in applied academics and integrating instruction at Chemeketa, a portion of the request made by our college was earmarked for interdisciplinary internships. The interdisciplinary internship concept evolved from the recommendations of faculty who had previously linked courses or integrated instruction. The conditions of the grant are stated below and will be coordinated through the Opportunity Center.

Amount of Grant:

A stipend of $1,000 is available (minus deducted taxes, PERS and benefits).

Application Schedule:

Applications due February 16, 1996 (extension arranged by calling Louanne at Ext. 5229).

Grant Selection Process:

A selection committee of faculty will decide on grant awards.

Preference will be given to proposals that:

- Create new course links or integration or develop applied instruction.
- Connect technical professional instruction with general education or developmental education content.
- Include faculty who have participated less recently in linked or integrated instruction.
- Include faculty not involved in Bridge Program design.
- Clearly build upon program goals.

Application Process:

Process to be followed:

- Consider/discuss possible courses/partners to be linked/integrated. Discuss outcomes.
- Fill out application form (one per team), clarify outcomes, and submit by date indicated.
- Get each director's approval.

Interdisciplinary Internships
for Applied Academics
Application Form

Please Type or Print, then submit to: **Louanne Whitton**
Bldg. 2, Room 215, Opportunity Center

Please Attach a <u>one page summary of the outcomes</u> you plan to achieve through this internship.

Applicants	**Program**	**Office Location/Phone**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have you previously worked to integrate instruction with the above person(s)? YES NO

If YES, what courses were involved in the integration?_____
_____

Stipend or Release? _____ Stipend _____ Release

Courses to be Observed/Integrated:
_____
_____
_____

Possible Business Visitation Sites	**Site Contact Name/Phone**
_____	_____
_____	_____
_____	_____

(Please note that business visitations will be coordinated centrally.)

Applicant's Signature	**Date**	**Director's Signature**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interdisciplinary Internships for Applied Academics
Application Form

Submitted by:
Marilyn Connor
Department of English/Humanities

Background
I am in the second year of the Writing Across the Curriculum (WACee) project with our Nursing faculty. This project has focused on the integration of technical writing and applied nursing content over both the first and second year nursing program. The project is currently being implemented and we have submitted a copy of it to the Opportunity Center.

Outcomes
An interdisciplinary internship would allow me to work with the first and second year nursing faculty rather than individual teachers. This is important since all work done in the nursing program is managed and delivered by first and second year teams. In particular, Kathy Nieubert and Elaine Markx will take my Technical Writing by computer modem class Spring term.

An internship would allow me to work on-site at medical or care facilities with both first and second year students and nursing faculty. In this capacity, I would emphasize and participate in the following:

- Narrative charting and its relevance to assignments
- Application of critical thinking skills as students transfer and translate nursing concepts into patient care and relevant writing assignments
- Post-conference and clinical conference debriefing
- Medical/Surgical concepts, applications and relevant writing assignments
- Orientation to preceptorship
- Communication with hospital directors, etc.
- Rounds and tours at various hospitals and care facilities where CCC nursing students are placed for clinical assignments

The nursing faculty, through the efforts of the WACee committee, have clearly defined their program goals to include the immersion of technical writing. My ability to participate in an internship would allow all of us to have direct observation of each others subject, to offer nursing students my technical writing expertise as they work on defined assignments for N106, N108, N206, and N208, and to advance the overall outcomes of the Writing Across the Nursing Curriculum project.

SAMPLE FORMAT

Curricula Integration Journal Sheet for Interdisciplinary Internships

Please complete a journal sheet for each class period you observe.

Name:_____

Course:_____ **Date:**_____

Instructor Being Observed:_____

Subject (Topic of class):_____

Following are some suggestions of things you might observe during the class sessions.

- **Group and/or interpersonal skills**
- **Active learning strategies**
- **Math and/or computer skills/concepts**
- **Reading skills and/or learning strategies/concepts:**
- **Writing and/or communication skills/concepts:**
- **Specific content area concepts/skills**

You can record your observations and ways that you might integrate instruction from the discipline area you are observing. It helps to be as specific as possible.

Name(s):_____ Date:_____

Location of Site Visit:_____

SCANS

(Secretary's Commission on Achieving Necessary Skills)

The five competencies and three foundation skills indicate the know-how American students and workers need for work place success. This matrix is a tool to assist you to observe the competencies and foundation skills at your business site. Please note your observations.

SCANS	Workers observed on site demonstrating specific competency or foundation skill.
Competencies:	
Resources (Allocating time, money, materials, space, staff)	
Interpersonal Skills (Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds)	
Information (Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information)	

SCANS	Workers observed on site demonstrating specific competency or foundation skill.
Competencies (continued): **Systems** (Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.) **Technology** (Selecting equipment and tools, applying technology to specific tasks , and maintaining and troubleshooting technologies.	

SCANS	Workers observed on site demonstrating specificcompetency or foundation skills.
Foundations:	
Basic Skills (Reading, writing, arithmetic and mathematics, speaking and listening.)	
Thinking Skills (Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.)	
Personal Qualities (Individual responsibility, self-esteem, sociability, self-management and integrity.)	

STATE OF OREGON STAFF DEVELOPMENT GRANT

CHEMEKETA COMMUNITY COLLEGE
INTERDISCIPLINARY INTERSHIP PARTICIPANTS

WINTER TERM 1995

Ron Hartline, Manufacturing	↔	Bob LeRoy, Writing
Gary Boyington, Electronics	↔	Mike McNicholas, Physical Science

SPRING TERM 1995

Kay Gerard, ESL	↔	Kristi Newton, Business
Stan Parmeter, Life Science	↔	Bob LeRoy, Writing
Don Johnson, Drafting	↔	John Terhes, Writing
Jannie Crossler-Laird, ESL Nan Nicklous, ESL	↔	Emily Wieczorek, Medical Terminology Pat Zacharias, Health Care Support
Randy Bynum, Speech	↔	Mark Reed, Life Science
Nuri Alfaqeeh, Math	↔	Frank Knight, Electronics
Rob Bibler, Humanities	↔	Christine Linder, Visual Communication
Lucy MacDonald, Learning Assistance	↔	Roger White, Electronics
Wayne Barber, Math	↔	Dean Olheiser, Automotive Technology
Deborah Dobay, Psychology	↔	Human Services Faculty
Marilyn Connor, Writing	↔	Nursing Faculty
Joe Merola, Visual Communications	↔	Georgia Carroll, Art

FALL TERM 1995

Ann Elegant, New Workforce	↔	Maxine Byers, Learning Assistance

WINTER TERM 1996

Sheri Paul, Corrections (Custodial, Building Maintenance)	↔	Ruth Perkins, Corrections (Adult Basic Education)
John Michels, Math	↔	David Straayer, Math
Mark Miller, Civil Engineering	↔	Physical Science Faculty
Kathy Faircloth, Psychology	↔	Technical Professional Program Faculty

1993-95 STAFF DEVELOPMENT GRANT
Report of Accomplishments

Community College: Chemeketa Community College
4000 Lancaster Drive NE
P.O. Box 14007
Salem, Oregon 97309-7070

Project title: Interdisciplinary Internships

Project description: Interdisciplinary internships provide teams from general/developmental education and professional-technical faculty with the opportunity to make observations of each other's classrooms and to visit related business and industry sites. Teams collaborate to co-design and develop applied and integrated curricula and modify instructional delivery for the Bridge/TPAD models in CAM endorsement areas and for ongoing programs.

Project outline:
Faculty in all professional-technical curricula areas were eligible to participate in one-term internship experiences conducted throughout the 1994-1995 academic year. Goals and activities were as follows:

Goals:

- Instructors from various campus curricular areas will learn the skills, competencies, and concepts taught in other curricular areas.
- Instructors from various curricular areas will identify the SCANS foundation skills and competencies needed in the workplace.
- Instructors will jointly plan curricula, integrating and incorporating applied and work-based skills into their various content areas.

Activities:

- Selected instructors observe in each other's classes for one term, keeping a journal or record sheets of their observations and insights.
- Instructional teams visit two or three employer worksites and observe and identify specific SCANS competencies and/or foundation skills.
- Instructors co-design curricula and modify instructional delivery and complete a summary response to their anticipated project outcomes. A sample project or assignment is requested so that it may be shared with other faculty interested in developing applied, integrated curriculum.

Project outcomes: Thirty faculty participated in one-term cycles of observation and curriculum designed to forge innovative approaches to implementing integrated and applied curriculum.

Funds allocated to this project: $20,104 was allocated to fund this project.

Was the project budget in your original plan adequate, or did you make major reallocations? Funds were primarily targeted to provide faculty with a one-term release from a three-credit class and/or to provide a stipend of $1,000 to faculty who could not coordinate a class release. Due to the project's high level of success, internships exceeded the original budgeted amount, and additional funds of $15,000 were reallocated to this activity.

Number of people directly impacted by this project: By fall term 1995, a minimum of thirty faculty will have participated in over fifteen interdisciplinary internships. Participants will include both full-time and adjunct faculty from the main campus in Salem and from outreach centers.

What were the effects on students? on faculty? on administrators? on others?
Impacts on students appear to be both short and long term. An unanticipated effect has been the positive reaction from students upon seeing instructors from different disciplines learning about each other's curricular areas. Students expressed strong appreciation that faculty are interested in improving links between disciplines. An example of this occurred during an internship between the writing and manufacturing instructors. The writing instructor observed that students required additional assistance in using parallel structure when writing reports. Learning activities were immediately created, using manufacturing content, to develop the needed writing skill. Due to gaining these insights through the internships, many instructors requested curriculum development funds to further modify and revise curriculum to reflect a more applied and integrated approach. These revisions will take place during the summer and throughout the 1995-96 academic year.

Faculty expressed strong support for the benefits of the interdisciplinary internship experience. Both the classroom observations and worksite visits were acknowledged as important foundation activities for developing applied curriculum. In addition, faculty said they gained ideas from each other which they could apply to their own teaching. Many participants expressed that they felt more connected with the community through the worksite visits. Outreach and adjunct faculty established stronger ties with the Chemeketa main campus teaching community as a result of the internships. Professional-technical, developmental education, and general education faculty all believe stronger collegial relationships have been created.

Most importantly, the interdisciplinary internship activity has promoted a spirit of collaboration and openness in the broader context of teaching and learning. A professional-technical faculty member exemplified this when he acknowledged the need to improve his own writing skills. He remarked that he had been hired for his technical expertise, not as a writing teacher. But since industry was now requiring improved writing skills of his students, he needed to learn more about writing himself. The interdisciplinary internship gave him the opportunity to attend two different writing courses and significantly contributed to building his self-confidence about his ability to help students improve their own writing.

What partnerships were formed as a result of this project? The interdisciplinary internship projects created unique internal cross-program and cross-division partnerships. The links forged through this activity will continue following the conclusion of the internship project.

What were the key elements of this project that really made the difference in achieving success? The recruitment phase of the project was vital to its success. After initial flyers were distributed, potential participants were personally encouraged to apply. Also, the Opportunity Center and the Interdisciplinary Internship coordinators offered individual assistance to faculty in developing goals and assisting with the grant application. At times they also assisted in linking faculty together to form a team. Flexibility was a key during the creation of the various internship activities.

During the implementation phase, the Interdisciplinary Internship project was both structured and flexible. During the orientation sessions, teams were provided with a report binder and samples of journaling and observation formats. For the second orientation, faculty who had participated in internships the prior term reflected on their experiences for faculty beginning their internships. Sessions were conveniently scheduled to accommodate both daytime and evening instructional schedules. In addition, snacks were provided. The result was that at least one member of each team attended. At this meeting, team members were asked to describe their project and anticipated results. This public commitment to their project had a significant impact. Faculty left the orientation meeting impressed by the quality and breadth of the Internship activities and with a network of supportive colleagues. Midway through the term another gathering was held for Internship participants. Faculty reported on their internship experiences and clarified questions about anticipated outcomes. Again, this session was well attended and served as a method for providing continued support as well as monitoring the progress of the internship teams.

What would you do differently if you had the opportunity?
In general, due to strong advance planning of the model and careful implementation, this project provided outcomes that will have long range effects. It proved to be a highly successful, well-regarded project among faculty with clear benefits for participation. Internship benefits could be maximized for all faculty by ensuring release time rather than receipt of a stipend. In this way, faculty more easily have the additional time required for observation and collaboration.

Are follow up activities planned? If so, what are you planning and when do you anticipate they will take place? Have any of the activities of this project been incorporated into your institution? Through the Title III grant, the interdisciplinary internship model will continue for the next two years as Bridge teams in the Human Resources, Industrial and Engineering, Natural Resources, and Arts and Communications areas revise and integrate their curricula. Due to the high level of interest and benefit, this project appears to be targeted for continuation after external funding has ended.

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Maureen Felton
Phone: (503) 399-6145
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E-mail: maureenf@chemek.cc.or.us

INTERDISCIPLINARY INTERNSHIPS

Chemeketa Community College
4000 Lancaster Drive NE
Salem, Oregon 97309-7070

System Benefits

Interdisciplinary internships provide a range of benefits to the entire college community. Listed below are some of the positive outcomes realized as a result of implementing the internship program at Chemeketa Community College.

Benefits to Participating Instructors

- An active, applied, professional renewal model
- Increased spirit of collaboration and openness among faculty
- Acquisition of new academic content
- Direct support from the college for professional development
- Opportunities to visit work sites in the community
- Active participation as learners in colleague's courses
- Enhanced instructional strategies
- New colleagues

Benefits to Students

- Instructor role models of continuous learning
- Improved links between disciplines
- Targeted learning activities for increased application
- Enriched classroom experiences

Benefits to Program Areas

- Faculty to faculty models of continuous learning
- SCANS skills more authentically embedded
- Energized programs
- Analysis of curriculum gaps
- Improved curriculum development
- Increased cross-program partnerships

Benefits to the College

- Climate of continuous improvement and learning
- Increased communication and collaboration
- Cross-program perspectives in discussions on teaching and learning
- Renewed, energized faculty
- Heightened use of assessment strategies

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